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ABSTRACT

Services for immigrant students in the Houston Independent School District (Texas) are provided under provisions of the Emergency Immigrant Education Assistance Act. The implementation of these services was evaluated for the 1996-97 school year. A total of 20,558 eligible immigrant students were identified in the school district's database for 1996-97. Of these students, 84% indicated that Spanish was their home language. A total of 1,799 contacts and activities concerning the coordination of services to parents and students were recorded in 1996-97, fewer than the total for the previous year. More immigrant students took the Texas Assessment of Academic Skills (TAAS) reading test in 1996-97 and the percent passing increased from 41% to 62%. The percentages passing the writing and mathematics tests also increased substantially. The attendance rate for immigrant students was only slightly lower than that for all district students, but the high school graduation rate was only 48.4%, compared to 74.2% for the school district as a whole. Recommendations are made for increased early intervention for immigrant students, improved staff development, and increased opportunities for contact with parents, students, and the social service agencies that provide services for these students. Three appendixes contain information on the numbers of immigrant students by schools and their performance on TAAS tests. (Contains 2 figures and 11 tables.) (SLD)

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ED 428 165

RESEARCH

Report on an Educational Program

Department of Research and Accountability

Emergency Immigrant Education Program (EIEP) 1996–97

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Executive Summary

Emergency Immigrant Education Program (EIEP) 1996–97

Program Description

In 1984, the Emergency Immigrant Education Assistance Act (EIEA) authorized funds to provide immigrant children with the services they needed to achieve satisfactory academic progress. Although the concept of immigrant would generally include all persons born outside the United States who have made a permanent move to reside in the United States, for purposes of Emergency Immigrant Education Program (EIEP) eligibility, "immigrant" was defined as a student born outside the United States and who had attended school in the United States for less than three complete years. Specifically, the EIEP's main goal was to help immigrant students during their initial educational phase.

During the 1996–97 school year, the EIEP program staff assisted all HISD schools in the identification of immigrant students by continuing to operate four EIEP Multilingual Assessment Education Centers. The Centers provided staff development for teachers and workshops for parents of immigrant students. The EIEP also implemented non-credit tuition-free secondary English as a Second Language (ESL) classes at selected secondary schools. At least four home/school/community liaisons were assigned to work with students, parents, and school personnel. Personnel included a data entry specialist/administrative assistant, a counselor (50%) for individual and/or group counseling throughout the district, and a program director (50%) to train the staff and coordinate all program activities.

The purpose of this evaluation was to monitor the implementation of services for immigrant students, and to assess the impact of those services on their achievement. The following research questions were addressed in this report:

1. What was the number of identified immigrant students in HISD by grade level and by administrative district during the 1996–97 school year as compared to the previous school year?
2. What was the number of foreign-born students in HISD during the past seven consecutive school years?
3. What languages were spoken in the homes of immigrant students?
4. What activities did the Parent/Student Services Coordinator conduct to coordinate services for immigrant families in 1996–97?
5. What activities did the Immigrant Counselor conduct during the 1996–97 school year?
6. What number and percent of immigrant students passed each section of the English and Spanish versions of the Texas Assessment of Academic Skills (TAAS) in 1996–97?
7. What were the attendance, promotion, graduation, and drop-out rates of immigrant students during the 1995–96 school year?

Findings

- A total of 20,558 eligible, immigrant students were identified in the HISD Fall 1996 PEIMS database for assistance through the EIEP in 1996–97.
- There were 29,082 foreign-born students enrolled in HISD during the 1996–97 school year.
- Of the 20,558 immigrant students, 84.0% indicated Spanish as their home language and 7.1% indicated English; the remaining 8.9% of the students emigrated from countries with languages other than English or Spanish.

- A total of 1,799 contacts and activities concerning the coordination of services to parents and students were recorded in 1996–97, which was 771 less than the 2,570 service contacts recorded in 1995–96.

- The Parent/Student Services Coordinator conducted 18 meetings for the parents of immigrant students, as compared to 10 meetings in 1995–96.

- The immigrant counselor performed a total of 879 service contacts and activities involving 213 parents, 85 community resources, 260 Multilingual Department staff, and 321 HISD staff in 1996–97. The immigrant counselor also conducted a total of 487 counseling sessions, including 460 individual counseling sessions and 27 group counseling sessions.

- The percent of immigrant students taking the English TAAS Reading test was 25% in spring 1997, compared to 13% taking the same test in spring 1996.

- Compared to the performance of immigrant students in the previous year, on the English TAAS in spring 1997, the percent passing reading increased from 41% to 62%; the percent passing writing increased from 32% to 52%; and the percent passing the mathematics test increased from 44% to 59%.

- A total of 1,687 eligible immigrant students participated in the Spanish TAAS reading test, and 1,681 students participated in the Spanish TAAS mathematics test in spring 1997, with 50% passing reading and 56% passing mathematics, representing an increase over the previous year when 49% passed reading and 36% passed mathematics.

- The attendance rate for immigrant students in 1995–96 was 93.4%, which was slightly below the HISD rate of 94%; the graduation rate was 48.4%, compared to a 74.2% graduation rate for HISD; the promotion rate was 76.1%; and the drop-out rate was 7.9%.

Recommendations

1. Promote improved attedance for immigrant children by providing early intervention to avoid accumulated absences, which may result in higher achievement, and higher promotion and graduation rates.

2. Encourage counseling for immigrant children as it relates to issues of transition or change, and loss or grief in their lives.

3. Increase the number of locations throughout the district, especially in district offices, that offer additional support and contact with social service agencies that address immigrant needs.

4. Continue providing staff development concerning immigrant issues to bilingual and ESL teachers, and expand the inservice to include multicultural sensitivity training for regular content area teachers.

5. Expand the EIEP Advisory Group into schools and administrative districts throughout HISD to provide a forum for teachers and counselors of immigrant children.

Emergency Immigrant Education Program (EIEP) 1996–97

Purpose: *The purpose for this report is to monitor the implementation of services for immigrant students, to describe the students being served, and to assess the impact of those services on their achievement in reading, writing, and mathematics, in compliance with federal regulations.*

Design: *Non-experimental, descriptive, retrospective study*

Population, Sample: *Immigrant students in HISD during the 1996–97 school year, compared to similar students during the previous year.*

Methods: *Data was collected from the Fall 1996 PEIMS database, SASI database, and Spring 1997 TAAS test files. Program data was collected from EIEP staff during the 1996–97 school year using a data collection form designed for that purpose.*

Findings: *The 1996–97 PEIMS database included 20,558 eligible immigrant students. Approximately 90 percent spoke Spanish and emmigrated from Mexico or other country in Central or South America. An Immigrant Program Counselor and Parent/Student Services Coordinator provided support services. In general, performance on the English and Spanish TAAS improved for immigrant students in 1996–97 when compared to the previous year.*

Conclusions: *Continued monitoring of student data resulted in higher funding levels. Continued staff development and instructional support programs resulted in higher achievement levels.*

Introduction

Program Description

In 1984, the Emergency Immigrant Education Assistance (EIEA) Act authorized funds to provide immigrant children with the services they needed to achieve satisfactory academic progress. Although the concept of immigrant would generally include all persons born outside the United States who have made a permanent move to reside in the United States, for purposes of Emergency Immigrant Education Program (EIEP) eligibility, "immigrant" was defined as a student born outside the United States and who had attended school in the United States for less than three complete years. Specifically, the EIEA program's main goal was to help immigrant students during their initial educational phase. Therefore, after three years of service, students became ineligible for EIEA services. In addition, participation in the EIEA program was "voluntary." This means that students were eligible for program services only if their parents enrolled them as immigrant students.

Since 1986, HISD has received funding for the implementation of the EIEP. The HISD 1996–97 Special Revenue Fund Adopted Budget was $349,939 for EIEP, but better record keeping resulted in almost double that amount. Based on 12,135 eligible immigrant students reported by the Public Education Information Management System (PEIMS) for the 1995–96 school year, the 1996–97 entitlement for the EIEP was $683,337. Funds totaling $346,612 ($30 per student) were decentralized and allocated to the district offices according to substantiated numbers of immigrant students identified.

During the 1996–97 school year, the EIEP had several goals. One was to assist all HISD schools in

the identification of immigrant students who are also Limited English Proficient (LEP) by continuing to operate four EIEP Multilingual Assessment Education Centers at Cooley, McReynolds, Sanchez and Sutton. A second goal of the EIEP was to provide staff development for teachers and workshops for parents of immigrant students. The EIEP also implemented non-credit tuition-free secondary English as a Second Language (ESL) classes at selected secondary schools. Another goal was to assign at least four home/school/community liaisons to work with students, parents and school personnel. Personnel included a data entry specialist/administrative assistant, a counselor (50%) for individual and/or group counseling throughout the district, and a program director (50%) to train the staff and coordinate all program activities.

Purpose of the Evaluation Report

The purpose of this report was to monitor the implementation of services for immigrant students and to assess the impact of those services on their achievement in reading, writing, and mathematics. The following research questions were addressed in this report:

1. What was the number of identified immigrant students in HISD by grade level and by administrative district during the 1996–97 school year as compared to the previous school year?
2. What was the number of foreign-born students in HISD during the past seven consecutive school years?
3. What languages were spoken in the homes of immigrant students?
4. What activities did the Parent/Student Services Coordinator conduct to coordinate services for immigrant families in 1996–97?
5. What activities did the Immigrant Counselor conduct during the 1996–97 school year?
6. What number and percent of immigrant students passed each section of the English and Spanish versions of the Texas Assessment of Academic Skills (TAAS) in 1996–97?
7. What were the attendance, promotion, graduation, and drop-out rates of immigrant students during the 1995–96 school year?

Method

Data Collection

A number of information resources contributed to the production of this report. First, the Public Education Information Management System (PEIMS) was used to determine the number of eligible immigrant students in HISD during the 1996–97 school year. The number of eligible immigrant students determined the funding level for the EIEP in the district. Second, the School Administrative Student Information (SASI) student masterfile provided data concerning the home language and country of origin of the immigrant students. Third, program staff provided information concerning specific activities for the parents of immigrant students. In addition, the immigrant counselor maintained folders which documented coordination and counseling activities conducted throughout the implementation of the program. Fourth, immigrant students who received instruction in ESL or in all English classrooms took the Texas Assessment of Academic Skills (TAAS) English version. Those who participated in bilingual education programs were tested using the TAAS English or Spanish versions in reading, writing and mathematics. Attendance, promotion, graduation and drop-out rates for immigrant students were taken from the 1995–96 PEIMS file.

Participants

The analysis of academic achievement data included eligible immigrant students on the 1996–97 PEIMS data base. These students were enrolled in Houston ISD schools through October 1996 and were included in the spring 1997 administration of the TAAS achievement tests. For the purposes of the EIEP, immigrant students were those students born outside the United States and who were enrolled in a U.S. school for three (or less) academic school years.

Data Analysis

Frequency distributions were used to answer research questions related to the participation and characteristics of immigrant students in the program. Statistical programs were used to analyze achievement data. An account of the activities conducted by the program staff was obtained by analyzing written reports, records, and documentation. Attendance, promotion, graduation, and drop-out data were compared to district data.

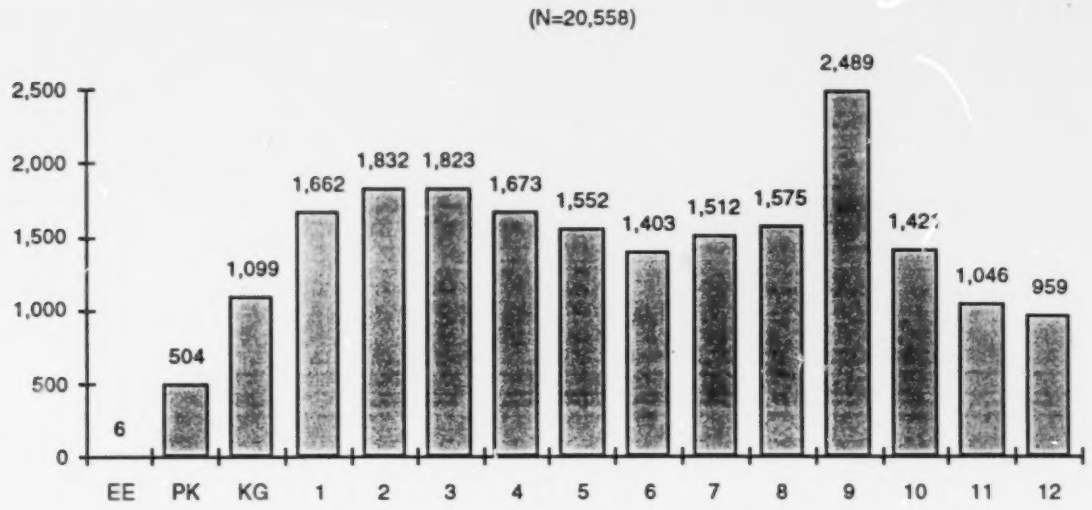

Figure 1: 1996–97 Enrollment of immigrant students by grade level (Source: PEIMS, Fall 1996).

Results

What was the number of identified immigrant students in HISD by grade level and by Administrative District during the 1996–97 school year as compared to the previous school year?

The HISD Fall 1996 PEIMS database identified 20,558 students as eligible for assistance through the Emergency Immigrant Education Program (EIEP) in 1996-97. This number included only those students born outside the U.S. and enrolled in a U.S. school for three (or less) complete academic years. This total represented a 69.4% increase over the 12,135 eligible immigrant students recorded in 1995-96.

Figure 1 describes the enrollment of immigrant students by grade level. In general, the number of immigrant students enrolled in secondary schools ranged from a high of 2,489 in Grade 9 to a low of 959 in Grade 12. Enrollment of immigrant students in the elementary schools, kindergarten through fifth grade, ranged from 1,099 in kindergarten and 1,832 in second grade to 1,552 in fifth grade. Only six of the immigrant students were enrolled in early education, and 504 were enrolled in the pre-kindergarten program. A total of 10,151, or 49.4%, of the immigrant students enrolled in HISD attended elementary schools or alternative schools serving elementary school students. A total of 10,407, or 50.6%, attended secondary schools, including alternative and charter schools serving middle and high school students.

Table 1 presents the enrollment of immigrant students by administrative district. The highest numbers of immigrants attended schools in the west and southwest areas, with 3,557 immigrant students attending Southwest District schools, and 3,424 immi-

Table 1: Immigrant Enrollment by Administrative District (Source: PEIMS, Fall 1996)

Administrative District	Total Immigrants
Northwest	906
Southeast	2,084
North	1,648
East	2,672
West	3,424
Central	967
Alternative	448
South Central	1,257
South	675
North Central	2,226
Southwest	3,557
Northeast	659
Charter	35
Total	**20,558**

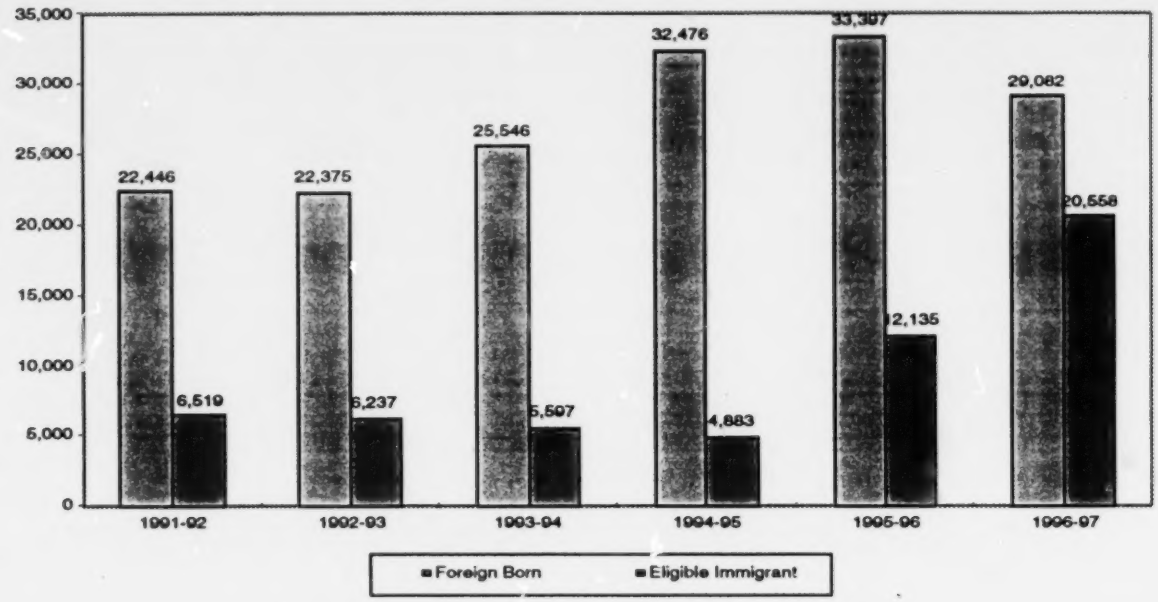

Figure 2: Eligible immigrant student enrollment and foreign-born student enrollment in HISD for school years 1990–91 through 1996–97.

grant students attending schools in the West District. Excluding charter schools and alternative schools, the fewest numbers of immigrants attended schools in the northeast and south areas, where 659 immigrant students attended schools in the Northeast District, and 675 attended South District schools. Immigrant students also received services in alternative schools and charter schools.

Appendix A shows the number of eligible immigrant students identified by campus and administrative district during the 1996–97 school year.

What was the number of foreign-born students in HISD during the past six consecutive school years?

Figure 2 presents the number of foreign-born students enrolled in HISD during the past six consecutive years, compared to the number of eligible immigrant students enrolled during the same time period. There was a steady increase in the number of foreign-born students from 21,997 students in the 1990–91 school year to 33,397 students during the 1995–96 school year. There were 29,082 foreign-born students enrolled in HISD during the 1996–97 school year. The eligible immigrant enrollment decreased from 7,640 immigrant students in the 1990-91 school year to its lowest point at 4,883 in 1994-95, then rebounded to 20,558 students during the 1996-97 school year. Substantial increases resulted directly from concerted efforts of the EIEP staff to recruit eligible immigrant students from the group of foreign-born students enrolled in the district.

There are at least two basic reasons that the number of foreign-born students and the number of immigrant students are different. Parents must voluntarily enroll their students as immigrants, and for a variety of reasons, many parents preferred not to have their students classified as immigrants. Also, a foreign-born student may be classified as an immigrant only through three complete years of schooling in American schools. After that, the student may not be classified as an immigrant for the purpose of funding through the Texas Education Agency.

Table 2 lists the countries of origin that were most highly represented in the HISD student population during the 1996–97 school year. The largest number indicated that 72.1% emigrated from Mexico. Another well represented foreign country in HISD was El Salvador with 9.8%, then Vietnam with 3.6% of the foreign student population. Two more countries with

Table 2: Country of Origin of HISD Foreign-born Students in 1996–97

Name of Country	Number	Percent For.-Born	Percent Enrolled
Mexico	20,988	72.17	10.01
El Salvador	2,866	9.85	1.37
Vietnam	1,048	3.60	0.50
Hondura	687	2.36	0.33
Guatemala	452	1.55	0.22
China	219	0.75	0.10
Pakistan	177	0.61	0.08
Nicaragua	176	0.61	0.08
Philippines	171	0.59	0.08
India	161	0.55	0.08
Columbia	120	0.41	0.06
Other Countries	2,017	6.94	0.96
Total For. Born	29,082	100.00	13.87
Other	180,528		86.13
HISD Enrroll.	209,610		100.00

a relatively large representation were Honduras with 2.3% and Guatemala at 1.55%. Less than 1% of the population of foreign students came from Pakistan, Nicaragua, China, Philippines, Columbia, India, Guadeloupe, Russia, Bosnia, and other foreign countries.

A total of 25,113 students, or 86.3%, originated from Latin American countries or other countries where Spanish was the national language. The remaining 3,969 students, or 13.6% were from countries with a variety of other home languages. It should be noted that approximately 9% of the students in HISD reported a country of origin where the native language was neither Spanish nor English.

What languages were spoken in the homes of immigrant students?

Table 3 presents the number of immigrant students by the language spoken at home. Of the 20,558 immigrant students, 84.0% indicated Spanish as their home language and 7.1% indicated English. The remaining 8.9% of the students emigrated from countries with languages other than English or Spanish.

The second most prevalent foreign language was Vietnamese, with 3.6% of the immigrant students speaking that language. Less than one percent each spoke Laotian, Cambodian, Chinese, Korean, Japanese, French, German, or other languages.

Table 3: Home Language of Immigrant Students during the 1996–97 School Year

Home Language	Number	Percent
Spanish	17,271	84.0
Vietnamese	734	3.6
Chinese	128	0.6
Korean	63	0.3
Cambodian	42	0.2
French	35	0.2
Japanese	18	0.1
German	13	0.1
Laotian	12	0.1
English	1,466	7.1
Other Languages	776	3.8
Total	**20,558**	**100.0%**

What activities were conducted to coordinate services for immigrant families in 1996–97?

Table 4 lists services provided to parents of immigrant students, the community, and other educators. A total of 1,799 contacts and activities concerning the coordination of services to parents and students were distributed as follows: parents, 390; community resources, 167; Multilingual Department staff, 550; HISD staff, 500; Region IV ESC,20; Texas Education Agency, 25; Tutors, 25; Consultants, 15; and others 107. The number of service contacts recorded in 1996–97 was 771 less than the 2,570 service contacts recorded in 1995–96.

It should be noted that the number of services provided by the coordinator of parent and student

Table 4: Services Provided by Parent/Student Services Coordinator in 1996–97

Coordination of Services	Number
Parents	390
Community Resources	167
Department Staff	550
HISD Staff	500
Region IV	20
Texas Education Agency	25
Tutors	25
Consultants	15
Other districts, community colleges, universities, etc.	107
Total	**1,799**

Table 5: Parent Adsvisory Council Activities in 1996–97

Date	Type of Meeting	Topic	Target Group	Number of Parents	Number of Staff
08/09/96	MHMR Conference	Parent Roles	Hispanic	141	2
10/02/96	TPCC Board Meeting	Agenda Items	Board Members	3	6
10/03/96	TPCC Board Meeting	Agenda Items	Board Members	3	3
10/08/96	PAC Meeting/Trainng	School Opening Info	Parents	31	12
11/12/96	PAC Meeting/TRaining	Magnet Schools/ Expulsion/Suspension	Parents	32	13
11/20/96	TPCC Board Meeting	Conference Planning	Board Members	6	7
12/10/96	PAC Meeting/Training	Make &Take Workshop	Parents	35	9
01/24/97	State PAC Meeting	Agenda Items	Council Members	7	6
01/25/97	State PAC Meeting	Agenda Items	Council Members	7	3
01/28/97	PAC Meeting/Training	Community Health Serv.	Parents	5	19
02/13/97	TPCC Board Meeting	Conference Planning	Board Members	4	5
02/25/97	PAC Meeting/Training	Trip to health clinic	Parents	23	7
03/12/97	State PAC Meeting	Agenda Items	Council Members/ Parents	37	7
03/12/97	TPCC Conference	Conference Agenda	Parents, Educators	7	1
03/13/97	TPCC Conference	Conference Agenda	Parents, Educators	7	1
03/14/97	TPCC Conference	Conference Agenda	Parents, Educators	7	1
04/22/97	PAC Meeting/Training	Immigration Law Changes	Parents	36	10
05/20/97	PAC Meeting/Training	97–98 Topics, Awards	Parents	47	12
Total				**438**	**124**

services increased in every category from 1995-96 to 1996–97 except in the category to HISD staff. During the previous year there was a high number of telephone contacts to the schools assisting with computer file maintenance. That level of assistance was not necessary in 1996–97.

Table 5 details the Parent Advisory Council (PAC) and parent training meetings for immigrant families that the Parent/Student Services Coordinator conducted during the 1996–97 school year. Starting in October 1996, the coordinator conducted 18 meetings for the parents of immigrant students, as compared to 10 meetings in 1995-96.

Parent Advisory Council (PAC) meetings addressed a number of relevant issues. Three meetings concerned State PAC agenda items, and seven addressed local PAC issues. Seven meetings were related to Texas Parent Conference Committee (TPCC) board meetings or other conference issues. Parents also attended a Mental Health Mental Retardation (MHMR) conference.

Parent attendance at these meetings varied from 3 to 141 parents per meeting, with an average of 24 parents per meeting. This is lower than the average of 29 parents per meeting at 10 meetings in 1995–96. From 1 to 19 staff members also attended each meeting in 1996–97, with an average of 7 staff members per meeting. That was lower than the average of 9 staff members per meeting during the previous year.

What activities did the Immigrant Counselor conduct during the 1996–97 school year?

Table 6 presents the numbers and types of activities conducted by the Immigrant Counselor in 1996–97, who offered services to all immigrant students. The immigrant counselor performed a total of 879 service contacts and activities involving 213 parents, 85 community resources, 260 Multilingual Department staff, and 321 HISD staff. This constituted an increase of 45 service contacts compared to 834 service contacts reported the previous year.

Table 6: Activities of the Immigrant Counselor During the 1996–97 School Year

Coordination of Services	Number
Parents	213
Community Resources	85
Department Staff	260
HISD Staff	321
Total	**879**
Counseling Component	
Individual Sessions	460
Group Sessions	27
Total	**487**

The immigrant counselor also conducted a total of 487 counseling sessions during the 1996-97 school year, including 460 individual counseling sessions and 27 group counseling sessions. This represented a decrease of 48 sessions compared to the total of 535 sessions reported during the 1995–96 school year.

What number and percent of immigrant students passed each section of the English and Spanish versions of the Texas Assessment of Academic Skills (TAAS) in 1996–97?

Table 7 presents the percent of immigrant students who were tested and who passed each subtest of the English TAAS by grade level in 1996–97. Of the 20,558 eligible immigrant students in HISD during the 1996–97 year, 25% took the English reading subtest, 13% took the writing subtest, and 25% took the mathematics subtest. This constituted a percentage increase from the previous year, when out of 12,135 eligible students, 13% took the English reading subtest, 6% took the writing subtest, and 12% took the mathematics subtest.

Compared to performance on the English TAAS in the previous year, the percent passing reading increased from 41% to 62%; the percent passing writing increased from 32% to 52%; and the percent passing the mathematics test increased from 44% to 59%.

When examining the performance of immigrant students by grade level, immigrant students in elementary schools outperformed the immigrant students in secondary schools. In general, as the grade levels increased, the passing rates decreased. This trend was parallel to the general population of students in HISD.

Although the TAAS passing rates increased from Spring 96 to Spring 97, they remained below the 90% standard set by the Texas Education Agency. Passing rates were low for immigrant students in secondary schools, especially considering the low number of immigrant students actually taking the TAAS. Reading passing rates for secondary students ranged from

Table 7: Number and Percent of Eligible Immigrant Students Who Were Tested and Passed the English TAAS

	English TAAS Spring 1996						English TAAS Spring 1997					
	Reading		Writing		Mathematics		Reading		Writing		Mathematics	
Grade Level	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
3	79	82	0	*	79	72	253	81	0	*	255	80
4	65	70	65	86	67	81	324	85	330	87	334	85
5	122	72	0	*	122	75	480	84	0	*	483	90
6	266	42	0	*	267	53	787	62	0	*	791	64
7	294	41	14	7	294	37	869	65	0	*	877	61
8	310	34	254	37	309	36	887	63	861	56	888	55
9	66	15	0	*	1	*	3	*	3	*	3	*
10	35	17	34	15	41	15	932	51	943	48	949	41
11	211	20	222	18	197	19	409	35	394	31	433	29
12	98	30	108	23	85	40	238	46	235	46	265	53
Total	**1,546**	**41**	**697**	**32**	**1,461**	**44**	**5,182**	**62**	**2,766**	**52**	**5,278**	**59**
Percent Tested	13		6		12		25		13		25	

* Less than 5 students tested

Table 8: Number and Percent of Eligible Immigrant Students Passing the English TAAS by Administrative District

	Spring 1997								
	Reading			Writing			Mathematics		
Administrative District	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Northwest	179	119	66	92	55	59	186	123	66
Southeast	664	345	51	337	143	42	657	358	54
North	282	188	66	197	100	50	289	162	56
East	667	360	53	398	169	42	698	324	46
West	788	505	64	523	282	53	801	489	61
Central	240	168	70	117	80	68	243	169	69
Alternative	90	73	81	80	65	81	99	76	76
South Central	362	250	69	137	85	62	365	262	71
South	274	162	59	125	58	46	276	145	52
North Central	543	310	57	300	155	51	564	303	53
Southwest	980	689	70	416	235	56	987	656	66
Northeast	92	71	77	38	19	50	91	70	76
Charter	22	8	36	6	2	33	23	6	26
Total	**5,183**	**3,248**	**62**	**2,766**	**1,448**	**52**	**5,279**	**3,143**	**59**

35% in Grade 11 to 65% in Grade 7. Passing rates for writing ranged from 31% in Grade 11 to 56% in Grade 8. Mathematics passing rates ranged from 29% in Grade 11 to 64% in Grade 6.

It should be noted that the data for students listed in the ninth grade reflected their performance on the eighth grade TAAS. Normally, the Exit Level TAAS is first administered to high school students in the tenth grade. Those who fail one or more subtests during that administration of the TAAS may take the test over until they pass all subtests to graduate from high school.

Performance of immigrant students on the English TAAS in spring 1997 by Administrative District is described in **Table 8**. At least 50% of the immigrant students who were tested passed reading in each administrative district except the charter schools district. At least 70% passed in the Central, Southwest, Northeast, and Alternative Administrative Districts. A majority of the immigrant students who were tested passed the English TAAS writing subtest in all but the Southeast, East, South, and Charter Schools Administrative Districts.

On the English TAAS mathematics subtest, at least 70% of the immigrant students who were tested passed in the Alternative, SouthCentral, and Northeast Administrative Districts, while fewer than 50% passed in the East and Charter Administrative Districts. More detailed information concerning English TAAS results for immigrant students is included in **Appendix B**.

Table 9 reflects the performance of immigrant students on the Spanish TAAS by grade level. This test assessed their academic achievement in reading Spanish, as well as their understanding of mathematics concepts in Spanish. These students were identified as limited English proficient, and either they participated in bilingual education programs, or were considered proficient enough in Spanish to take the spring 1997 TAAS in Spanish.

Most of the students were in elementary school grades three through five. A total of 1,687 eligible immigrant students participated in the Spanish TAAS reading subtest, and 1,681 of those students participated in the Spanish TAAS mathematics subtest. Of the immigrant students taking the test, 50% passed the reading subtest and 56% passed the mathematics subtest. This represented an increase over performance on the Spanish TAAS in spring 1996 when 49% passed reading and 36% passed mathematics.

Table 9: Number and Percent of Eligible Immigrant Students Passing the Spanish TAAS

	Spring 1996				Spring 1997			
	Reading		Mathematics		Reading		Mathematics	
Grade Level	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
3	543	48	551	41	1,040	53	1,034	57
4	317	57	317	41	646	46	646	54
5	242	39	241	19	1	100	1	100
Total	**1,102**	**49**	**1,109**	**36**	**1,687**	**50**	**1,681**	**56**
Percent Tested	9		9		8		8	

Performance of immigrant students on the Spanish TAAS in spring 1997 by Administrative District is presented in **Table 10.** The Alternative district and Charter Schools did not test immigrant students with the Spanish TAAS. Passing rates for the Spanish reading subtest ranged from 37% in the North Central District to 76% in the Central District. Passing rates for the mathematics subtest ranged from 48% in the East District to 81% in the Central District.

During spring 1997, 8% of the 20,558 eligible immigrant students participated in the Spanish TAAS testing program in grades three through five, while 2% of the 12,135 eligible immigrant students participated in the Spanish TAAS testing program at those grade levels in spring 1996. There was a substantial increase in both the number and percent of immigrant students tested and passing the Spanish TAAS in 1997 compared to the previous year. More detailed information concerning performance of immigrant students on the Spanish TAAS is in **Appendix C**.

What were the attendance, promotion, graduation, and drop-out rates of immigrant students during the 1995–96 school year?

Attendance, promotion, graduation, and drop-out rates for 12,135 immigrant students were available for the 1995–96 school year. The attendance rate was 93.4%, which was slightly below the HISD rate of 94%. However, the graduation rate was 48.4%, less than half of the immigrant students, compared to a 74.2% graduation rate for HISD. The promotion rate

Table 10: Number and Percent of Eligible Immigrant Students Passing the Spanish TAAS by Administrative District

	Spring 1997					
	Reading			Mathematics		
Administrative District	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Central	90	69	76	90	73	81
East	258	112	43	259	125	48
North	157	85	54	155	77	49
North Central	190	72	37	190	95	50
Northeast	50	24	48	50	27	54
Northwest	62	32	51	62	39	62
South	17	9	52	17	13	76
South Central	136	64	47	137	78	56
Southeast	233	132	56	233	143	61
Southwest	337	159	47	335	186	55
West	157	96	61	153	94	61

for immigrant students was 76.1%, and the drop-out rate was 7.9%; both were below expectations. **Table 11** presents the attendance, promotion, graduation, and drop-out rates for immigrant students in 1995–96.

Table 11: Attendance, Promotion, Graduation, and Drop-out Rates for Immigrant Students for the 1995–96 School Year

Total Number of Immigrant Students,	12,135
Attendance Rate	93.4%
Promotion Rate, Grades 1-11	76.1%
Graduation Rate, Grade 12	48.4%
Drop-out Rate	7.9%

Discussion

During the past few years, national attention has focused on services provided to immigrant students. National press and political leaders have stressed providing services to all legal immigrant students, but they have questioned providing certain services to students whose immigration status was not properly documented. California and other states have questioned policies providing medical, educational and social services to illegal immigrants and their children. This has promoted a fear in both legal and illegal immigrants, making it more difficult to identify immigrant students.

Funds for immigrant programs are limited. Although program goals address both social services and educational achievement, funds are insufficient for both. Often, the educational funds are used to provide social services that support the educational program.

A districtwide effort to identify immigrant students revealed a high number of potential immigrants. Follow-up visits were conducted to add these students to the immigrant roster. This effort resulted in a substantial increase in the number of identified immigrant students, which has resulted in twice the amount of funds allocated for immigrant students to HISD by the Texas Education Agency.

The district received a high percent of non-Spanish speaking immigrants. For example, there was a relatively large Vietnamese population in the district. The number of Vietnamese students remained at 3.6% of the immigrant population in HISD. The immigrant program staff needs to assess services to students with home languages other than Spanish, such as Vietnamese, Cambodian, and Laotian.

Recommendations

1. Promote improved attedance for immigrant children by providing early intervention to avoid accumulated absences, which may result in higher achievement, and higher promotion and graduation rates.

2. Encourage counseling for immigrant children as it relates to issues of transition or change, and loss or grief in their lives.

3. Increase the number of locations throughout the district, especially in district offices, that offer additional support and contact with social service agencies that address immigrant needs.

4. Continue providing staff development concerning immigrant issues to bilingual and ESL teachers, and expand the inservice to include multicultural sensitivity training for regular content area teachers.

5. Expand the EIEP Advisory Group into schools and administrative districts throughout HISD to provide a forum for teachers and counselors of immigrant children.

Appendix A

Number of Immigrant Students by School in 1996–97

Northwest District	
Waltrip HS	125
Washington HS	35
Scarborough HS	47
Black MS	97
Clifton MS	60
Allen ES	28
Durham ES	29
Garden Oaks ES	38
Hohl ES	43
Holden ES	85
Kennedy ES	53
Oak Forest ES	8
Sinclair ES	6
Smith,Kate ES	75
Stevens ES	89
Wainwright ES	45
Benbrook ES	43
Northwest Total	906
Southeast Dist.	
Milby HS	259
Deady MS	450
Stevenson	152
Bonner ES	173
Harris, J.R. ES	112
Lewis ES	152
Park Place ES	105
Patterson ES	54
Rucker ES	48
Southmayd ES	83
Sanchez ES	178
Crespo ES	231
Davila ES	87
Southeast Total	2,084
North District	
Houston HS	521
Burbank MS	116
Fonville MS	73
Henry MS	102
Barrick ES	44
Berry ES	65
Burbank ES	51
Lyons ES	40
Coop ES	69
DeChaumes ES	42
Durkee ES	72
Janowski ES	148
Northline ES	77
Roosevelt ES	44
Scarborough.ES	55
Garcia ES	61
Herrera ES	68
North Total	1,648

East District	
Austin HS	763
Furr HS	221
Edison MS	114
Holland MS	144
Jackson MS	177
Chrysalis	8
Rusk (7)	25
Briscoe ES	91
Burnet ES	73
DeZavala ES	81
Franklin ES	92
Harris, R.P. ES	146
Hend., J.P. ES	65
Lantrip ES	65
Oates ES	46
Pleasantville ES	3
Pt. Houston ES	44
Rusk ES	27
Whittier ES	25
Tijerina ES	160
Cage ES	42
Gallegos ES	139
Carrillo ES	121
East Total	2,672
West District	
Lee HS	1,497
Sharpstown HS	202
Revere MS	76
Grady MS	85
Sharpstown MS	229
Shadowbriar (6)	34
Bonham ES	72
Briargrove ES	24
Emerson ES	91
Neff ES	167
Pilgrim ES	202
Piney Point ES	157
McNamara ES	222
Walnut Bd. ES	71
White ES	121
Ashford ES	41
Askew ES	52
Bush ES	38
Shadowbriar ES	7
KIPP Academy	36
West Total	3,424
Central District	
Lamar HS	212
Lanier MS	119
Lincoln MS	40
Rice (6-8)	18
Jones, J.Will ES	73
MacGregor ES	30
Poe ES	42
River Oaks ES	10
Roberts ES	93
Rogers, Will ES	40
Twain ES	22
West Univ. ES	10
Wharton ES	97
Wilson ES	104
Rice School	13
Greg/Linc. ES	44
Central Total	967

Alternative District	
Comm. Sv.	9
Flor. Crittenton	3
HSPVA	27
HSHP	93
CLC HS	11
Kay Ongo.(Sr)	3
Har. Ct. Y. Vil.	5
Houston Nt. HS	11
Jordan HS	98
HS Law En.	43
Burnett Bay.	2
Har. Ct. Det. C.	6
HP Carter	4
Rogers, TH	21
Crittenton Cen	1
Educ Enr. HS	11
Kay On. (Mid)	1
Terrell Alter.	4
Tech Pr. Coll.	7
Ripley Alt.	2
Belfort Alt. MS	2
HCC Altern.Ed.	1
LEAP (9-12)	9
Employ. Cntr	27
CLC MS	5
Harper	2
9th Gr Sk. En.	12
HCC LSP (12)	1
Comm. Sv. ES	5
Rogers, TH ES	6
Ho. Rd. Com.	5
Centripet	1
L.A.T.P.	10
Altern. Total	448
S. Central Dist.	
Jones HS	164
Yates HS	33
Cullen MS	13
Hartman MS	275
Ryan MS	62
Alcott ES	11
Brookline ES	278
Cornelius ES	71
Dodson ES	27
Douglass ES	3
Foster ES	11
Garden Vill. ES	12
Golfcrest ES	133
Gregg ES	43
Hartsfield ES	8
Kelso ES	35
Lockhart ES	6
Peck ES	21
Thompson ES	13
Turner ES	6
Whidby ES	7
MacArthur ES	25
S. Central Total	1,257

South District	
Madison HS	117
Sterling HS	55
Worthing HS	12
Attucks MS	44
Woodson MS	11
Dowling MS	143
Thomas MS	11
Almeda ES	36
Bastian ES	35
Carnegie ES	2
Fairchild ES	1
Frost ES	3
Grimes ES	1
Hobby ES	17
Mading ES	3
Montgomery ES	36
Rhoads ES	6
Sunny Side ES	14
Windsor Vill. ES	22
Grissom ES	55
Law ES	2
Mitchell ES	39
Peterson ES	10
South Total	675
North Central	
Davis HS	383
Reagan HS	259
Hamilton MS	133
Hogg MS	78
Marshall MS	232
Brock ES	19
Browning ES	82
Burrus ES	27
Crockett ES	65
Eighth Ave ES	41
Field ES	54
Harvard ES	51
Helms ES	46
Jefferson ES	92
Lamar ES	55
Lee ES	39
Looscan ES	40
Love ES	49
Memorial ES	56
Milam ES	74
Ryan ES	34
Sherman ES	132
Stevenson ES	79
Travis ES	21
Martinez, C. ES	85
N. Central Total	2,226
Charter District	
Williams MS	28
High. Hts. ES	2
Osborne ES	2
Wesley ES	3
Charter Total	35

Southwest District	
Bellaire HS	185
Westbury HS	360
Johnston MS	74
Welch MS	127
Long MS	529
Pershing MS	151
Fondren MS	144
Anderson ES	194
Braeburn ES	317
Condit ES	36
Bertha Alyce ES	4
Cunningham ES	259
Elrod ES	62
Bell ES	114
Fondren ES	42
Gordon ES	109
Sugar Grove ES	5
Herod ES	47
Horn ES	11
Kolter ES	8
Longfellow ES	39
Lovett ES	15
Parker ES	31
Red ES	13
Sheam ES	79
Sutton ES	251
Foerster ES	30
Las Americas	11
Valley West ES	10
Benavidez ES	263
Milne ES	37
Southwest Total	3,557
Northeast Dist.	
Kashmere HS	3
Wheatley HS	72
McReynolds MS	35
Smith MS	2
Fleming MS	18
Key MS	36
Bowie ES	15
Bruce ES	37
Crawford ES	29
Dogan ES	15
Easter ES	33
Eliot ES	82
Hend., N.Q. ES	5
Houston Gd. ES	3
Isaacs ES	24
Jones, A. ES	37
Mcdade ES	10
Pugh ES	29
Ross ES	12
Sanderson ES	7
Scott ES	35
Chatham ES	3
Scroggins ES	36
Martinez, R. ES	81
Northeast Total	659
District Total	20,558

Appendix B

Spring 1997 English TAAS
Performance Of Immigrant Students

Alternative	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Community Serv	1	1	*	1	1	*	1	0	*
Florence Crittenton	0	0	*	0	0	*	1	0	*
HSPVA	5	4	80.0	6	6	100.0	7	6	85.7
HS H. Professions	17	17	100.0	17	17	100.0	17	17	100.0
CLC HS	2	2	*	2	2	*	4	3	*
Kay Ongoing (Sr)	1	1	*	1	1	*	1	1	*
Houston Night HS	2	1	*	1	1	*	2	1	*
Jordan HS	27	19	70.4	29	18	62.1	30	18	60.0
HS Law En. Cr. Js.	12	12	100.0	12	12	100.0	13	12	92.3
Har. Cnty. Det. Ctr.	1	0	*	1	0	*	1	0	*
Rogers, TH	12	12	100.0	4	4	*	12	12	100.0
Terrell Alter	1	0	*	1	1	*	1	0	*
Tech Prep College	1	1	*	1	1	*	1	1	*
Ripley Alt.	2	0	*	1	0	*	2	1	*
CLC MS	2	0	*	1	0	*	2	1	*
Rogers,TH, ES	3	3	*	1	1	*	3	3	*
Centripet	1	0	*	1	0	*	1	0	*
Total	**90**	**73**	**81.1**	**80**	**65**	**81.3**	**99**	**76**	**76.8**

* Less than 5 students tested

Central	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Lamar HS	38	12	31.6	46	18	39.1	42	10	23.8
Lanier MS	81	57	70.4	32	27	84.4	79	59	74.7
Lincoln MS	15	4	26.7	2	0	*	15	7	46.7
Rice (6-8)	18	14	77.8	10	9	90.0	18	11	61.1
Jones J.Will ES	8	6	75.0	3	2	*	8	6	75.0
MacGregor ES	6	6	100.0	2	2	*	6	6	100.0
Poe ES	2	1	*	1	1	*	2	2	*
River Oaks ES	9	9	100.0	0	0	*	9	9	100.0
Roberts ES	21	21	100.0	10	10	100.0	21	21	100.0
Rogers,Will ES	5	5	100.0	0	0	*	5	5	100.0
Twain ES	5	5	100.0	1	1	*	5	5	100.0
West Univ. ES	2	2	*	1	1	*	2	2	*
Wharton ES	16	15	93.8	4	4	*	16	16	100.0
Wilson ES	4	4	*	3	3	*	4	3	*
Rice School	8	7	87.5	2	2	*	8	6	75.0
Greg/Linc. ES	2	0	*	0	*	*	3	1	*
Total	**240**	**168**	**70.0**	**117**	**80**	**68.4**	**243**	**169**	**69.5**

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

Charter	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Williams MS	19	6	31.6	5	1	20.0	20	4	20.0
Highland Hts. ES	2	2	*	1	1	*	2	2	*
Osborne ES	1	0	*	0	0	*	1	0	*
Total	**22**	**8**	**36.4**	**6**	**2**	**33.3**	**23**	**6**	**26.1**

* Less than 5 students tested

East	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Austin HS	223	85	38.1	219	75	34.2	244	64	26.2
Furr HS	72	30	41.7	71	29	40.8	79	21	26.6
Edison MS	66	43	65.2	28	20	71.4	67	40	59.7
Holland MS	106	80	75.5	25	16	64.0	108	63	58.3
Jackson MS	45	16	35.6	16	3	18.8	45	21	46.7
Chrysalis	7	3	42.9	2	1	*	7	2	28.6
Rusk (7)	25	18	72.0	6	2	33.3	25	17	68.0
Briscoe ES	7	4	57.1	0	0	*	7	5	71.4
Burnet ES	8	6	75.0	4	4	*	8	7	87.5
DeZavala ES	5	3	60.0	1	0	*	5	3	60.0
Franklin ES	3	2	*	0	0	*	3	3	*
Harris, RP ES	21	15	71.4	6	4	66.7	21	14	66.7
Henderson, JP ES	5	5	100.0	1	1	*	5	5	100.0
Lantrip ES	4	3	*	0	0	*	4	3	*
Oates ES	11	9	81.8	4	3	*	11	9	81.8
Pleasantville ES	1	1	*	0	0	*	1	1	*
Port Houston ES	2	0	*	1	0	*	2	1	*
Rusk ES	4	2	*	1	1	*	4	4	*
Whittier ES	1	0	*	0	0	*	1	1	*
Tijerina ES	15	13	86.7	4	4	*	15	15	*
Cage ES	3	2	*	1	0	*	3	3	*
Gallegos ES	13	10	76.9	3	3	*	13	11	84.6
Carrillo ES	20	10	50.0	5	3	60.0	20	11	55.0
Total	**667**	**360**	**54.0**	**398**	**169**	**42.5**	**698**	**324**	**46.4**

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

North	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Sam Houston HS	132	66	50.0	145	64	44.1	135	55	40.7
Burbank MS	21	18	85.7	9	4	44.4	21	17	81.0
Fonville MS	28	21	75.0	13	10	76.9	27	15	55.6
Henry MS	61	49	80.3	20	12	60.0	64	39	60.9
Barrick ES	2	1	*	0	0	*	3	2	*
Berry ES	3	2	*	0	0	*	3	3	*
Burbank ES	1	1	*	1	1	*	1	1	*
Coop ES	3	3	*	0	0	*	3	3	*
DeChaumes ES	3	3	*	0	0	*	3	3	*
Durkee ES	15	14	93.3	7	7	100.0	15	13	86.7
Janowski ES	4	3	*	1	1	*	4	3	*
Northline ES	3	1	*	0	0	*	3	2	*
Roosevelt ES	3	3	*	1	1	*	3	3	*
Scarborough ES	2	2	*	0	0	*	3	2	*
Garcia ES	1	1	*	0	0	*	1	1	*
Total	**282**	**188**	**66.7**	**197**	**100**	**50.8**	**289**	**162**	**56.1**

* Less than 5 students tested

North Central	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Davis HS	112	52	46.4	101	55	54.5	114	39	34.2
Reagan HS	93	49	52.7	87	41	47.1	105	45	42.9
Hamilton MS	76	53	69.7	30	15	50.0	77	46	59.7
Hogg MS	10	3	30.0	2	1	*	10	4	40.0
Marshall MS	148	79	53.4	54	22	40.7	148	81	54.7
Brock ES	4	4	*	1	1	*	4	3	*
Browning ES	4	4	*	3	3	*	4	4	*
Burrus ES	9	8	88.9	0	0	*	10	7	70.0
Crockett ES	15	8	53.3	3	3	*	15	10	66.7
Eighth Ave ES	3	2	*	0	0	*	3	2	*
Field ES	2	2	*	0	0	*	3	3	*
Harvard ES	1	1	*	0	0	*	2	1	*
Helms ES	6	5	83.3	2	1	*	6	5	83.3
Jefferson ES	5	1	20.0	3	2	*	6	5	83.3
Lamar ES	5	2	40.0	2	1	*	5	2	40.0
Lee ES	3	2	*	0	0	*	3	2	*
Looscan ES	4	4	*	2	2	*	4	4	*
Love ES	0	0	*	1	1	*	0	0	*
Memorial ES	3	3	*	1	1	*	3	3	*
Milam ES	4	4	*	0	0	*	5	5	100.0
Sherman ES	17	8	47.1	1	0	*	17	14	82.4
Stevenson ES	7	6	85.7	2	1	*	7	7	100.0
Travis ES	0	0	*	1	1	*	0	0	*
Martinez, C. ES	12	10	83.3	4	4	*	13	11	84.6
Total	**543**	**310**	**57.1**	**300**	**155**	**51.7**	**564**	**303**	**53.7**

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

Northeast	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Wheatley HS	14	9	64.3	15	2	13.3	11	6	54.5
McReynolds MS	7	2	28.6	1	0	*	8	3	37.5
Smith MS	1	0	*	1	0	*	1	0	*
Fleming MS	7	5	71.4	4	2	*	6	5	83.3
Key MS	15	12	80.0	5	3	60.0	16	13	81.3
Bowie ES	0	0	*	0	0	*	1	0	*
Bruce ES	9	9	100.0	2	2	*	9	8	88.9
Crawford ES	3	1	*	0	0	*	3	1	*
Eliot ES	1	1	*	0	0	*	1	1	*
Henderson NQ, ES	2	2	*	1	1	*	2	1	*
Houston Gdns. ES	2	2	*	0	0	*	2	1	*
Jones, Anson ES	10	8	80.0	3	3	*	10	10	100.0
McDade ES	1	1	*	0	0	*	1	1	*
Ross ES	3	3	*	1	1	*	3	3	*
Sanderson ES	1	0	*	0	0	*	1	1	*
Scott ES	3	3	*	2	2	*	3	3	*
Scroggins ES	3	3	*	0	0	*	3	3	*
Martinez, R. ES	10	10	*	3	3	*	10	10	100.0
Total	**92**	**71**	**77.2**	**38**	**19**	**50.0**	**91**	**70**	**76.9**

* Less than 5 students tested

Northwest	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Waltrip HS	31	16	51.6	34	13	38.2	35	21	60.0
Washington HS	9	7	77.8	8	6	75.0	7	6	85.7
Scarborough HS	8	2	25.0	7	4	57.1	8	3	37.5
Black MS	48	33	68.8	15	10	66.7	50	27	54.0
Clifton MS	39	29	74.4	13	10	76.9	39	30	76.9
Durham ES	2	1	*	1	1	*	2	1	*
Garden Oaks ES	8	8	100.0	3	3	*	8	7	87.5
Hohl ES	1	1	*	0	0	*	1	0	*
Holden ES	8	4	50.0	1	0	*	9	4	44.4
Kennedy ES	6	4	66.7	3	3	*	6	4	66.7
Oak Forest ES	2	2	*	0	0	*	2	2	*
Sinclair ES	1	0	*	1	1	*	1	1	*
Smith,Kate ES	7	6	85.7	1	1	*	7	7	100.0
Stevens ES	1	0	*	0	0	*	2	1	*
Wainwright ES	8	6	75.0	4	3	*	8	8	100.0
Benbrook ES	0	0		1	0	*	1	1	*
Total	**179**	**119**	**66.5**	**92**	**55**	**59.8**	**186**	**123**	**66.1**

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

South	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Madison HS	36	17	47.2	36	11	30.6	38	13	34.2
Sterling HS	10	6	60.0	12	5	41.7	8	4	50.0
Worthing HS	3	3	*	2	2	*	2	2	*
Attucks MS	34	22	64.7	7	4	57.1	34	17	50.0
Woodson MS	5	3	60.0	1	0	*	6	2	33.3
Dowling MS	105	49	46.7	45	16	35.6	107	37	34.6
Thomas MS	7	5	71.4	1	1	*	7	6	85.7
Almeda ES	9	5	55.6	0	0	*	8	8	100.0
Bastian ES	9	9	100.0	8	8	100.0	9	9	100.0
Carnegie ES	1	1	*	0	0	*	1	1	*
Hobby ES	3	2	*	1	1	*	3	1	*
Mading ES	1	1	*	1	1	*	1	1	*
Montgomery ES	3	3	*	2	2	*	3	3	*
Rhoads ES	1	1	*	1	1	*	1	1	*
Sunny Side ES	9	6	66.7	3	3	*	10	9	90.0
Windsor Vill. ES	10	10	100.0	1	1	*	10	10	100.0
Grissom ES	20	12	60.0	3	1	*	20	15	75.0
Mitchell ES	4	3	*	0	0	*	4	2	*
Petersen ES	4	4	*	1	1	*	4	4	*
Total	**274**	**162**	**59.1**	**125**	**58**	**46.4**	**276**	**145**	**52.5**

* Less than 5 students tested

South Central	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Jones HS	30	12	40.0	28	6	21.4	30	14	46.7
Yates HS	8	0	0.0	8	1	12.5	9	1	11.1
Cullen MS	9	4	44.4	3	2	*	9	6	66.7
Hartman MS	173	115	66.5	47	28	59.6	174	115	66.1
Ryan MS	55	43	78.2	17	17	100.0	55	43	78.2
Alcott ES	1	1	*	0	0	*	1	1	*
Brookline ES	14	11	78.6	5	5	100.0	14	14	100.0
Cornelius ES	14	13	92.9	4	4	*	13	13	100.0
Dodson ES	4	3	*	2	2	*	4	3	*
Foster ES	2	2	*	0	0	*	2	2	*
Garden Villas ES	4	2	*	2	1	*	5	3	60.0
Golfcrest ES	23	20	87.0	10	9	90.0	23	23	100.0
Gregg ES	3	3	*	1	1	*	3	3	*
Hartsfield ES	4	4	*	1	1	*	4	4	*
Kelso ES	5	5	100.0	4	4	*	5	5	100.0
Lockhart ES	2	2	*	1	1	*	2	2	*
Thompson ES	5	4	80.0	4	3	*	5	3	60.0
Turner ES	1	1	*	0	0	*	2	2	*
Whidby ES	3	3	*	0	0	*	3	3	*
MacArthur ES	2	2	*	0	0	*	2	2	*
Total	**362**	**250**	**69.1**	**137**	**85**	**62.0**	**365**	**262**	**71.8**

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

Southeast	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Milby HS	102	35	34.3	106	24	22.6	94	42	44.7
Deady MS	335	151	45.1	162	71	43.8	337	141	41.8
Stevenson	100	50	50.0	26	11	42.3	99	64	64.6
Bonner ES	6	5	83.3	3	3	*	6	6	100.0
Harris, J.R. ES	13	11	84.6	3	3	*	13	12	92.3
Lewis ES	17	13	76.5	10	5	50.0	16	13	81.3
Park Place ES	5	5	100.0	0	0	*	5	5	100.0
Patterson ES	19	18	94.7	8	8	100.0	18	18	100.0
Rucker ES	5	4	80.0	1	0	*	5	4	80.0
Southmayd ES	17	13	76.5	6	6	100.0	18	12	66.7
Sanchez ES	26	22	84.6	7	7	100.0	27	23	85.2
Crespo ES	7	7	100.0	5	5	100.0	7	7	100.0
Davila ES	12	11	91.7	0	0	*	12	11	91.7
Total	**664**	**345**	**52.0**	**337**	**143**	**42.4**	**657**	**358**	**54.5**

* Less than 5 students tested

Southwest	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Bellaire HS	62	23	37.1	65	19	29.2	57	24	42.1
Westbury HS	84	47	56.0	86	35	40.7	93	29	31.2
Johnston MS	37	28	75.7	16	8	50.0	37	29	78.4
Welch MS	97	71	73.2	41	31	75.6	96	62	64.6
Long MS	214	149	69.6	71	41	57.7	215	137	63.7
Pershing MS	131	105	80.2	51	36	70.6	131	102	77.9
Fondren MS	120	80	66.7	26	13	50.0	120	81	67.5
Anderson ES	10	8	80.0	2	2	*	10	7	70.0
Braeburn ES	17	15	88.2	2	1	*	17	14	82.4
Condit ES	4	4	*	0	0	*	4	3	*
Cunningham ES	73	44	60.3	16	12	75.0	74	51	68.9
Elrod ES	8	7	87.5	3	2	*	8	7	87.5
Bell ES	23	21	91.3	5	5	100.0	23	21	91.3
Gordon ES	9	5	55.6	1	1	*	9	9	100.0
Sugar Grove ES	1	1	*	0	0	*	1	1	*
Herod ES	10	9	90.0	3	3	*	10	9	90.0
Horn ES	5	5	100.0	2	1	*	6	5	83.3
Kolter ES	2	2	*	2	2	*	2	2	*
Longfellow ES	3	3	*	1	1	*	3	3	*
Lovett ES	8	8	100.0	4	4	*	8	8	100.0
Parker ES	9	9	100.0	4	4	*	9	8	88.9
Red ES	3	2	*	0	0	*	3	3	*
Shearn ES	7	7	100.0	1	1	*	7	7	100.0
Sutton ES	19	17	89.5	7	6	85.7	19	16	84.2
Foerster ES	4	4	*	1	1	*	4	3	*
Valley West ES	4	3	*	1	1	*	4	3	*
Benavidez ES	7	5	71.4	4	4	*	7	6	85.7
Milne ES	9	7	77.8	1	1	*	10	6	60.0
Total	**980**	**689**	**70.3**	**416**	**235**	**56.5**	**987**	**656**	**66.5**

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

West	Reading			Writing			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Lee HS	372	191	51.3	359	193	53.8	397	187	47.1
Sharpstown HS	76	22	28.9	72	21	29.2	66	20	30.3
Revere MS	30	25	83.3	9	4	44.4	30	24	80.0
Grady MS	44	35	79.5	17	11	64.7	43	34	79.1
Sharpstown MS	45	34	75.6	17	10	58.8	45	29	64.4
Shadowbriar (6)	26	22	84.6	0	0	*	26	19	73.1
Bonham ES	13	7	53.8	5	3	60.0	12	6	50.0
Briargrove ES	2	2	*	0	0	*	2	2	*
Emerson ES	10	7	70.0	2	2	*	10	8	80.0
Neff ES	28	28	100.0	9	8	88.9	28	27	96.4
Pilgrim ES	8	7	87.5	2	1	*	8	8	100.0
Piney Point ES	20	17	85.0	2	2	*	20	18	90.0
Mcnamara ES	22	20	90.9	9	9	100.0	22	18	81.8
Walnut Bend ES	12	11	91.7	5	5	100.0	12	10	83.3
White ES	12	11	91.7	4	4	*	12	12	100.0
Ashford ES	5	5	100.0	3	1	*	5	4	80.0
Askew ES	12	12	100.0	5	5	100.0	12	12	100.0
Bush ES	13	13	100.0	3	3	*	13	13	100.0
Shadowbriar ES	4	4	*	0	0	*	4	4	*
KIPP Academy	34	32	94.1	0	0	*	34	34	100.0
Total	**788**	**505**	**64.1**	**523**	**282**	**53.9**	**801**	**489**	**61.0**

* Less than 5 students tested

District Summary

District Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Alternative	90	73	81.11	80	65	81.25	99	76	76.77
Central	240	168	70.00	117	80	68.38	243	169	69.55
Charter	22	8	36.36	6	2	33.33	23	6	26.09
East	667	360	53.97	398	169	42.46	698	324	46.42
North	282	188	66.67	197	100	50.76	289	162	56.06
North Central	543	310	57.09	300	155	51.67	564	303	53.72
Northeast	92	71	77.17	38	19	50.00	91	70	76.92
Northwest	179	119	66.48	92	55	59.78	186	123	66.13
South	274	162	59.12	125	58	46.40	276	145	52.54
South Central	362	250	69.06	137	85	62.04	365	262	71.78
Southeast	664	345	51.96	337	143	42.43	657	358	54.49
Southwest	980	689	70.31	416	235	56.49	987	656	66.46
West	788	505	64.09	523	282	53.92	801	489	61.05

Appendix C

Spanish TAAS Spring 1997
Immigrant Student Performance

Central	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Jones J.Will ES	21	15	71.43	21	13	61.90
MacGregor ES	5	4	80.00	5	5	100.00
Poe ES	11	7	63.64	11	8	72.73
Rogers, Will ES	4	1	*	4	2	*
Twain ES	3	3	*	3	3	*
West Univ. ES	1	1	*	1	1	*
Wharton ES	18	18	100.00	18	17	94.44
Wilson ES	20	14	70.00	20	19	95.00
Greg/Linc. ES	7	6	85.71	7	5	71.43
Total	**90**	**69**	**76.67**	**90**	**73**	**81.11**

* Less than 5 students tested

East	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Briscoe ES	20	8	40.00	20	8	40.00
Burnet ES	16	12	75.00	16	11	68.75
DeZavala ES	10	5	50.00	11	6	54.55
Franklin ES	9	3	33.33	9	4	44.44
Harris, R.P.Elem	27	11	40.74	27	14	51.85
Henderson, J.P.Elem	13	10	76.92	13	11	84.62
Lantrip ES	19	8	42.11	19	11	57.89
Oates ES	10	2	20.00	10	2	20.00
Port Houston ES	4	1	*	4	1	*
Rusk ES	4	0	*	4	2	*
Whittier ES	1	1	*	1	1	*
Tijerina ES	44	22	50.00	44	17	38.64
Cage ES	8	4	50.00	8	5	62.50
Gallegos ES	37	18	48.65	37	22	59.46
Carrillo ES	36	7	19.44	36	10	27.78
Total	**258**	**112**	**43.41**	**259**	**125**	**48.26**

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

North	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Barrick ES	8	7	87.50	8	8	100.00
Berry ES	10	5	50.00	10	5	50.00
Burbank ES	3	1	*	3	0	*
Lyons ES	7	5	71.43	7	6	85.71
Coop ES	20	12	60.00	20	8	40.00
DeChaumes ES	9	7	77.78	9	5	55.56
Durkee ES	8	5	62.50	8	4	50.00
Janowski ES	31	9	29.03	30	4	13.33
Northline ES	23	10	43.48	23	17	73.91
Roosevelt ES	5	3	60.00	5	3	60.00
Scarborough ES	14	8	57.14	13	6	46.15
Garcia ES	7	4	57.14	7	5	71.43
Herrera ES	12	9	75.00	12	6	50.00
Total	**157**	**85**	**54.14**	**155**	**77**	**49.68**

* Less than 5 students tested

North Central	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Brock ES	2	2	*	2	2	*
Browning ES	14	8	57.14	14	8	57.14
Crockett ES	14	9	64.29	14	10	71.43
Eighth Ave ES	6	5	83.33	6	5	83.33
Field ES	2	1	*	2	2	*
Harvard ES	3	1	*	3	1	*
Helms ES	10	4	40.00	10	6	60.00
Jefferson ES	18	6	33.33	18	8	44.44
Lamar ES	19	3	15.79	19	4	21.05
Lee ES	9	6	66.67	9	7	77.78
Looscan ES	8	3	37.50	8	6	75.00
Love ES	8	3	37.50	8	4	50.00
Memorial ES	7	1	14.29	7	1	14.29
Milam ES	31	15	48.39	31	17	54.84
Ryan ES	2	0	*	2	0	*
Sherman ES	28	3	10.71	28	12	42.86
Stevenson ES	3	1	*	3	1	*
Travis ES	4	1	*	4	1	*
Martinez, C. ES	2	0	*	2	0	*
Total	**190**	**72**	**37.89**	**190**	**95**	**50.00**

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

Northeast	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Crawford ES	6	5	83.33	6	3	50.00
Easter ES	3	3	*	3	3	*
Eliot ES	23	11	47.83	23	10	43.48
Jones, Anson ES	4	3	*	4	3	*
Pugh ES	7	1	14.29	7	3	42.86
Scroggins ES	7	1	14.29	7	5	71.43
Total	**50**	**24**	**48.00**	**50**	**27**	**54.00**

* Less than 5 students tested

Northwest	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Allen ES	1	1	*	1	1	*
Garden Oaks ES	2	1	*	2	1	*
Hohl ES	9	7	77.78	9	6	66.67
Holden ES	12	4	33.33	12	5	41.67
Stevens ES	25	10	40.00	25	15	60.00
Wainwright ES	8	6	75.00	8	6	75.00
Benbrook ES	5	3	60.00	5	5	100.00
Total	**62**	**32**	**51.61**	**62**	**39**	**62.90**

* Less than 5 students tested

South	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Almeda ES	9	6	66.67	9	7	77.78
Grissom ES	3	1	*	3	2	*
Mitchell ES	5	2	40.00	5	4	80.00
Total	**17**	**9**	**52.94**	**17**	**13**	**76.47**

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

S.outh Central	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Brookline ES	80	38	47.50	79	45	56.96
Cornelius ES	13	9	69.23	14	10	71.43
Dodson ES	1	1	*	1	1	*
Garden Villas ES	1	0	*	1	0	*
Golfcrest ES	25	6	24.00	25	12	48.00
Gregg ES	10	9	90.00	10	8	80.00
Kelso ES	1	0	*	1	1	*
Peck ES	4	1	*	5	1	20.00
Macarthur ES	1	0	*	1	0	*
Total	**136**	**64**	**47.06**	**137**	**78**	**56.93**

* Less than 5 students tested

Southeast	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Bonner ES	41	12	29.27	41	13	31.71
Harris,J.R.Elem	30	18	60.00	30	19	63.33
Lewis ES	35	24	68.57	35	25	71.43
Park Place ES	16	7	43.75	16	3	18.75
Rucker ES	8	4	50.00	8	3	37.50
Southmayd ES	6	3	50.00	7	2	28.57
Sanchez ES	23	17	73.91	23	21	91.30
Crespo ES	53	33	62.26	52	39	75.00
Davila ES	21	14	66.67	21	18	85.71
Total	**233**	**132**	**56.65**	**233**	**143**	**61.37**

* Less than 5 students tested

Southwest	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Anderson ES	39	21	53.85	38	25	65.79
Braeburn ES	80	36	45.00	80	39	48.75
Cunningham ES	43	14	32.56	42	19	45.24
Elrod ES	3	1	*	3	3	*
Bell ES	18	9	50.00	18	9	50.00
Fondren ES	12	6	50.00	13	7	53.85
Gordon ES	17	4	23.53	17	6	35.29
Herod ES	2	0	*	2	1	*
Parker ES	2	1	*	2	2	*
Sheam ES	18	9	50.00	18	12	66.67
Sutton ES	46	27	58.70	46	27	58.70
Foerster ES	3	2	*	3	3	*
Benavidez ES	54	29	53.70	53	33	62.26
Total	**337**	**159**	**47.18**	**335**	**186**	**55.52**

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

West	Reading			Mathematics		
School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Bonham ES	13	4	30.77	12	3	25.00
Emerson ES	18	10	55.56	18	13	72.22
Neff ES	18	12	66.67	19	11	57.89
Pilgrim ES	30	22	73.33	30	22	73.33
Piney Point ES	8	5	62.50	6	4	66.67
Mcnamara ES	39	29	74.36	38	26	68.42
Walnut Bend ES	7	4	57.14	6	4	66.67
White ES	8	1	12.50	8	3	37.50
Ashford ES	8	3	37.50	8	2	25.00
Askew ES	8	6	75.00	8	6	75.00
Total	**157**	**96**	**61.15**	**153**	**94**	**61.44**

* Less than 5 students tested

	Reading			Mathematics		
Administrative District	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Northwest	62	32	51.61	62	39	62.90
Southeast	233	132	56.65	233	143	61.37
North	157	85	54.14	155	77	49.68
East	258	112	43.41	259	125	48.26
West	157	96	61.15	153	94	61.44
Central	90	69	76.67	90	73	81.11
South Central	136	64	47.06	137	78	56.93
South	17	9	52.94	17	13	76.47
North Central	190	72	37.89	190	95	50.00
Southwest	337	159	47.18	335	186	55.52
Northeast	50	24	48.00	50	27	54.00